**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** US History

**Date:** January 5th, 2011

**Objective:** HWBAT analyze the extent to which Wilson’s Fourteen Points were addressed in the Treaty of Versailles.

**Learning Goal:**

5.2.3.c Analyze the significance of Woodrow Wilson’s foreign policy decisions, including the Fourteen Points and the debate over the ratification of the Treaty of Versailles. **(Fourteen Points, Treaty of Versailles, American Expeditionary Force, New World Order)**

5.2.3.d Describe the effects of the Treaty of Versailles, its provisions for reparations, the “war guilt” clause, the League of Nations and changes in national boundaries on international conflicts during World War I. **(League of Nations, reparations, war guilt clause)**

**Essential Question:**

Did the Versailles Treaty represent the fulfillment of Wilson's Fourteen Points, or their betrayal?

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| **Type of Lesson:** | **Agenda:** |
| Introductory - Developing | 1. Call to Order 2. Exploration/Questions 3. Small Group Work 4. Examining Germany’s Response 5. Exit Ticket |
| **Call to Order:** | |
| Students will enter the room and begin their call to order, which is posted on the board:  ***Have you ever negotiated with others? What do you do when you negotiate?***  ***Have you ever ended up on the bad side of a deal? What does that feel like?*** | |
| **Introduction of New Material:** | |
| Teacher will introduce the impact of World War I on Europe by showing graphs, charts and photographs. Students will write down their conclusions about the documents in their notebooks:  Picture 1.png  **Question:**  Which countries lost the most people? How many did they lose?  Which countries lost the least people? How may did they lose?  Why might the United States feel more optimistic and *idealistic* than those living in France?  Picture 2.png  **Questions:**  Which of the countries mobilized the most troops? What percentage of those troops were killed?  Which country mobilized the least troops? What percentage of those troops were killed?  Approximately what percentage of American troops ended up wounded, missing, or killed?  How do you think this influenced the American perspective of what should be done in Europe?  **Picture 4.png**  **Ruins of the Church of Notre Dame des Brebieres at Albert, France, 1919**  **Picture 6.png**  **Ruins of French railroad**  **Questions:**   1. Why might France take a harder stance on Germany than the United States? 2. How might this influence their perspective when meeting at the Paris Conference? | |
| **Guided Practice:** | |
| Students will do a popcorn reading of *Creating America, pages -------* | |
| **Independent Practice:** | |
| Students will fill in a graphic organizer comparing Wilson’s 14 points to the Treaty of Versailles. | |
| **Closing:** | |
| Students will turn in their graphic organizers to be checked for the closing day. Students will give the teacher terms and concepts to put up on the Unit Board. | |
| **Homework:** | |
| Students will complete an “In the trenches” primary source reading activity. | |
| **Accommodations:** | |
| None for this class. | |

**Assessment Items:**